

Washington Educators: Shaping the Future

The 4th Annual Report of the Washington Professional Educator Standards Board

**Submitted to:
Governor Gary Locke
Washington State Legislature
State Board of Education
Superintendent of Public Instruction**

DECEMBER 2003

INTRODUCTION

Parents in Washington will tell you that the most important work in the state is educating their children. Business leaders will tell you that students must be better prepared to take their place in a competitive workforce. Students will tell you they are more likely to be engaged in their learning if their teacher knows the subject area well and brings it alive in the classroom.

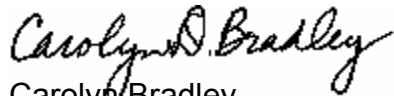
We agree. As members of the Professional Educator Standards Board, there are statements about the reform of education and the significance of the profession that we can make with certainty and assurance. Teaching matters. Leadership counts.

Setting clear and high standards will help all children achieve at higher levels, but it is skilled educators who make it happen. We continue to affirm this as the result of research and discovery, discussion and deliberation.

We agree as well that the work of upholding the standards for education professionals should be assigned to educators themselves. We are gratified and honored to be acknowledged as key advisors to the Governor, State Legislature, State Board of Education, and State Superintendent of Public Instruction. Our inspiration and energy comes from the knowledge that the work that we do will help shape not only the profession of education, but will have a positive impact on the lives of those we serve: the students of Washington State.

Our role is to provide recommendations on issues as directed by state policymakers, and to identify and give counsel on those issues that we believe require attention.

This report is intended to provide policymakers with an accounting of our work and activities. Together with a growing array of products and publications produced by the PESB, our goal is to provide policymakers with policy options and recommendations that will further our shared vision of educator quality.



Carolyn Bradley
PESB Chair

VISION/MISSION

The vision of the Washington Professional Educator Standards Board (PESB) is educator quality, recognizing that the highest possible standards for all educators are essential to ensuring attainment of high standards for all students. The mission of the PESB is to:

- Advise and provide recommendations to the State Board of Education, Superintendent of Public Instruction, Governor and Legislature on the full range of issues affecting certified education professionals, including: recruitment, hiring, preparation, certification, mentoring, professional growth, retention, governance, assessment, and evaluation;
- Oversee effectiveness of new basic skills and subject matter assessments to be required of all new teachers prior to state certification; and
- Bring greater public focus and attention to policy issues affecting certified education professionals.

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2003 PESB YEAR IN REVIEW

I. Advise and Provide Recommendations to State Policymakers on Issues Affecting Certified Education Professionals

Alternative Routes to Teacher Certification: Accomplishments and Future Direction

The PESB's Alternative Routes to Teacher Certification program provides support for the formation of field-based partnerships between school districts, educational service districts (ESDs), and higher education teacher preparation programs to offer one or more of three school-based alternative routes to teacher certification. The programs are aimed at experienced paraeducators and mid-career professionals with expertise in subject areas in which Washington is experiencing shortages. Other characteristics of alternative route programs include:

- Performance-based mentored internships in a K-12 classroom, complemented by other training and formal learning opportunities offered on or near districts, online, or via the K-20 network. The length of the program is determined by the time required for the interns to demonstrate competency related to Washington's residency teaching certificate standards. Thus programs are "open exit" rather than a set period of time for all;
- Teacher development plan that identifies the alternative route requirements for each candidate, crediting prior experience and education; and
- High quality and quantity mentoring including completion of training specifically designed for mentors of interns and beginning teachers.

In contrast to programs that require a specific number of courses and hours spent in a college classroom, these programs are striving to be truly performance-based. They utilize a variety of instructional formats that capitalize on the opportunity for immediate application of knowledge and skills in a K-12 classroom setting with students. The mentored internship is intended to blend classroom teaching experience, under the supervision of a trained mentor teacher, with formalized learning opportunities provided by the higher education partner at or near the school site.

In the first year of operation, the 2002-2003 school year, 151 interns participated in the Alternative Routes program. These first-year interns are now fully certified teachers in subject and/or geographic shortage areas. Much has been learned from the first year of the program, including:

Strengths

- **High caliber interns.** Programs reported that interns were highly-qualified and possessing a maturity that comes with the programs' required work experience. According to the Washington State Institute for Public Policy's interim report about the program's first cohort of interns:

- One-third hold master's degrees or higher, 46% of which are in science or engineering;
 - Median age was 41;
 - 31% were male, compared to 29% of employed teachers;
 - 13% reported an ethnicity other than Caucasian, compared to 11% of practicing teachers; and
 - 47% intended to teach middle school.
- **Help to address Washington's teacher shortages.** As a program requirement, all interns became certified in subject matter and/or geographic-related shortage areas. Focusing on shortages provides a better investment of state dollars and helps ensure interns will find employment upon program completion.
 - **More performance-based.** The Washington State Institute for Public Policy's interim evaluation of the Alternative Route Programs found the alternative route programs were more performance-based when compared to other teacher preparation programs. This type of program design is particularly appealing to experienced paraeducators and mid-career professionals who have accumulated experiences and competencies that should be taken into consideration in helping them bridge the gap from their current jobs to a new career in teaching;
 - **Cost-Effective.** Five out of the six higher education institutions charge less for their alternative route program than for their regular teacher preparation program. Programs are also reporting that as they progress beyond the initial piloting stage, they will have a better sense of true cost and be better positioned to examine additional potential savings. Several programs are considering "package pricing" through which interns would pay a flat fee for the program, regardless of the length of time it takes to complete. This helps institutions cover their real cost, while removing the current financial disincentive related to interns completing programs early.

Needs Greater Focus and Support:

- **Some districts need greater assistance in providing components of alternative route programs.** High-need and small school districts often lack the capacity to operate alternative route programs without assistance. ESDs have proven an essential partner, working with multiple districts on intern recruitment and placement, mentor training and other aspects of alternative route programs. Support for ESDs to continue to provide assistance will be essential in reaching areas of the state that currently lack access to alternative route programs. Districts also need assistance in addressing potential barriers to keeping paraeducators employed during their mentored internships.
- **Higher education programs need greater guidance in redesigning programs to be performance-based alternative route programs.** The shift from course- and credit-driven programs to programs based on demonstrated competencies gained through a variety of formalized learning opportunities is a difficult one both in terms of institutional obstacles and change in mindset and practice. In continuing existing or creating new alternative route programs, technical assistance is needed with program design and delivery to ensure they are truly performance-based.

- **Demand far exceeds opportunities and funding support.** 586 qualified applicants applied for 151 intern positions in the first year and interest continues to grow. Unfortunately, the federal Transition to Teaching grant, which funded 89 of the first year intern stipends, is nearly expended. For the 2003-2004 school year, the Alternative Routes program has been able to enroll only 94 interns; 80 supported by state general funds and only 14 with remaining federal Transition to Teaching funds. Additional state general funds for intern and mentor stipends will be necessary for program continuation and expansion.
- **Greater geographical reach needed.** Current programs all serve Western Washington, yet other areas of the state, particularly rural and remote communities in Eastern Washington have crucial shortages and lack access to teacher preparation. Alternative route program expansion must focus strategically on greater statewide access.

Next Steps:

Based on program strengths and areas in need of greater focus and support, major goals for the Alternative Route program for the 2003-2004 and 2004-2005 school year are:

- **Expand access and opportunity for prospective teachers to participate in alternative route programs statewide, with a deliberate emphasis on communities experiencing teacher shortages and recruiting greater diversity to the teaching profession; and**
- **Support transformation of teacher preparation programs to truly performance-based.**

Alternative Route Teacher Preparation When, Where, and How it is Needed: Regional Teacher Preparation Consortia Centers

Expansion will involve a new delivery model, regional teacher preparation centers, that will improve access and opportunity for prospective teachers, especially those in rural and remote communities, as well as challenge teacher preparation programs to offer truly performance-based models that meet the needs of experienced mid-career professionals and paraeducators transitioning to teaching careers.

The first round of alternative route grants produced applicants in Western Washington only. In moving forward, the PESB will create new, alternative route teacher preparation centers, strategically located in regions not currently served and experiencing the most severe shortages, beginning with the ESD 105 (Yakima) and ESD 101 (Spokane) regions. The notion of a regional teacher preparation center represents a significant shift in the development and implementation of alternative route programs. In the first round of alternative route programs, districts partnered with a single preparation program and determined location. This process resulted in limited

geographic reach. Some in the Legislature and education community have questioned whether our existing 22 teacher preparation programs have the capacity and reach, given current funding and staff, to serve state need, or whether alternative providers, such as online university programs or the ESDs themselves, could also provide preparation programs. By determining the location in advance based on district need and ESD commitment, we will challenge and support higher education to extend their reach. This extension of reach will include coordinating a consortia of institutions, including other providers, and/or greater use of online course offerings and the K-20 network. This model extends the collaboration of higher education to ESDs in the provision of alternative route preparation of teachers.

The benefits of the regional teacher preparation center model are that it:

- Creates a strategy to recruit, prepare, and retain within communities; a model that solves local shortages locally;
- Is fiscally responsible in directing state funds where the greatest shortages occur;
- Is ethically responsible and market-based – in that candidates have very high likelihood of employability with the communities in which they already reside;
- Is cost-effective – consortia of multiple local providers helps contain costs; and
- Capitalizes on the purpose and function of ESDs as regional service providers.

Next Steps / Legislative Request:

The PESB has secured \$239,000 from the federal Fund for the Improvement of Postsecondary Education (FIPSE) grant program for establishing and implementing the infrastructure of the new consortium centers, as well as providing the technical assistance to districts and higher education teacher preparation programs. These funds cannot provide, however, conditional loan scholarships for the additional alternative route interns and mentor stipends in the expanded regions. In the 2003 session, the legislature reduced funding for the alternative route program in anticipation of federal funds for conditional loan scholarships that were not received. The PESB is requesting restoration of a portion of those funds.

While the design of the alternative route program itself is a strong recruitment mechanism, it has been the funding for intern conditional loan scholarships and mentor stipends that has enabled participation for many. While existing programs have a desire to become increasingly self-sustaining, the financial needs of many interns, particularly paraeducators, will remain. In addition, higher education programs are increasingly witnessing the merits of participation and considering the institutional changes involved in implementing a performance-based alternative route model. Thus, continued funding support is essential in continuing the current rate of change in teacher preparation programs and building on initial successes.

Implementation of the Professional Teaching Certificate: Study and Recommendations

As of September 1, 2000, all teachers who receive a residency certificate will also be expected within five years, but required within ten years, to earn a second-level teaching certificate, the professional certificate. The professional certificate is performance-based, requiring teachers to produce classroom-based evidence that they have met the standards for the certificate. This differs significantly from the previous certificate, the continuing certificate, which was awarded based on accumulated course credits. Both school districts and higher education preparation programs play a significant role in teachers attaining the professional certificate. Each candidate has a “professional growth team” that includes a colleague, district representative, and college/university advisor. The purpose of the team is to provide guidance to the teacher in developing a “professional growth plan” that defines the substance of the candidate’s professional certificate program, in the context of school and district improvement goals. A professional certificate program involves a “pre-assessment seminar” and a “culminating seminar” offered through a higher education program; but the “core” of the professional certificate program can involve a variety of professional development experiences.

The State Board of Education requested that the PESB conduct a study of the status of implementation of the professional certificate and make recommendations on any needed improvements. Over the course of nine months, the PESB gathered information from higher education institutions, school districts, teachers and others directly impacted by this new requirement. In addition, formal panel discussions were held at three separate PESB meetings. As a result of the information gathered and discussions held, the PESB has developed a set of findings and recommendations for improvements at this stage of implementation.

Many who are well-along in their implementation of the professional certificate praise its benefits on teachers’ professional growth, and more importantly, student learning. Like any new requirement, however, early implementation reveals areas in need of change and improvement. This is made all the more difficult by the extreme fiscal constraints currently imposed on our education system. The recommendations submitted to the State Board by the PESB are for practical, feasible changes and improvements that will support the successful implementation of the professional certificate statewide.

The issues brought to our attention most frequently, under which we organized our recommendations, include:

1. Communications/Coordination regarding professional certificate requirements and programs.

The PESB sees this issue as the major challenge facing implementation of the professional certificate, not uncommon to all new major programs, laws, and initiatives. It takes time and effort to build understanding about new requirements and responsibilities, and assistance to make them work. There is a critical, short-term need

for an increase in 1) clear, consistent, accurate information communicated to candidates; and 2) district and program guidance and sharing of exemplary models.

2. Program capacity and statewide access.

It's not yet clear how higher education preparation programs and school districts will be able to meet the level of demand in the timeline required and in the geographic locations where it will be needed.

3. System alignment

The professional certificate process should fit seamlessly with the rest of the continuum of educator preparation and development. Some are concerned that alignment is inhibited by at least two factors: 1) current requirement that candidates cannot begin "core" of professional certificate program until they have completed provisional employment status; and 2) need for greater alignment between professional certificate standards and residency principal standards. For some candidates, this creates an unnecessary and harmful "gap" in their development continuum.

4. Funding support

Many are concerned that given the investment of time and resources on the part of higher education, school districts, and candidates, the professional certificate has been largely an unfunded mandate. The PESB believes it highly unlikely that funds from the state to support implementation of the professional certificate are forthcoming. At the same time, a strong message has been received from the colleges of education and school districts well underway in implementing that progress should not be halted.

5. Burden and fairness

The professional certificate represents a significant shift in practice, and as such has the potential for some unintended consequences for and impacts on teachers. The PESB is concerned in particular about: 1) the growing misalignment between our new system of teacher development and a salary allocation model still based on credits and clock hours; 2) teachers not to fully engaged in the professional growth plan process for fear that honest self-evaluation will result in negative evaluation by school principals; and 3) the requirements for the professional certificate and lack of inter-state reciprocity serving as a disincentive for out-of-state teachers to come to Washington.

Copies of the PESB's full report and recommendations to the State Board of Education can be found on the PESB website

<http://www.pesb.wa.gov/reports/professionalcertificate.pdf>

or by contacting the PESB office at 360/725-6275. The PESB will continue to work with the State Board for full implementation of our recommendations. We will also continue to monitor implementation of the professional certificate and forward further findings and recommendations as warranted.

Helping Ensure Teachers are Highly-Qualified in the Subjects They Teach: Alternative Routes to Adding Endorsements

Given the new requirements of the Reauthorization of the Elementary Education and Secondary Act (No Child Left Behind) that all core academic subject classes must be taught by a teacher highly-qualified in that subject area, districts are increasingly encouraging teachers to pursue additional subject endorsements to their current teaching certificate. Under current Washington Administrative Code, adding an endorsement requires completion of a Washington approved college/university endorsement program. The Washington Professional Educator Standards Board (PESB) has heard from many teachers and school district administrators concerned about adequate access and opportunity for teachers to pursue added endorsements under the current system. Access to programs can be problematic, particularly for rural and remote areas.

The PESB has responsibility for the new subject matter test (Praxis II) that will be required for all applicants for teaching certificate endorsements beginning September 1, 2005. We are engaged in discussion with higher education teacher preparation programs about how this new test will be used to assess subject knowledge. We are also exploring new processes through which the higher education programs, in some cases in collaboration with ESDs, can assess competency and award additional endorsements without the need to enroll in a formal campus-based program. Depending on how similar the endorsement sought is to the endorsement currently held in terms of subject-specific skills and instructional methodology, demonstrating competency necessary to be awarded the endorsement may be one of several new options, including:

1. Successful passage of the Praxis II alone; or
2. Praxis II and portfolio demonstrating competency in subject-specific methodology, or
3. In some cases, additional course work in content or methods may be necessary to acquire the knowledge/skills to demonstrate the subject-specific skills and instructional methodology.

[Appendix A](#) contains a flow chart illustrating the options currently under consideration. While acquiring additional endorsements may require course work to obtain the necessary knowledge, skills and methodology to meet state standards, for teachers that already possess those competencies, we are seeking new, locally-based means for teachers to demonstrate them and gain additional endorsements. Where additional coursework is necessary, we are also interested in supporting online and distance learning options to enhance access

The PESB has consulted with educators with expertise in Washington's endorsement competencies and representatives from higher education teacher preparation to examine endorsements in terms of similarity in subject-specific skills and methodology, surveyed educators to validate these studies, and convened key stakeholders to discuss the pros and cons of this model and proposed policy changes.

Next Steps:

The PESB will seek additional stakeholder input regarding its proposed new models aimed at creating greater access and opportunity for teachers to demonstrate the subject knowledge and instructional competencies necessary to earn an additional endorsement to their current teaching certificate. The PESB will forward its full report with recommendations for specific policy change to the State Board of Education in March 2004.

PESB Policy Forum: Great Teachers for All Students: Issues and Strategies for Washington State

On October 1st, 2003, the Professional Educator Standards Board (PESB) hosted a gathering of over 100 state and local education leaders, policymakers, higher education and association leadership, for a one-day invitational policy forum titled, ***Great Teachers for All Students: Issues and Strategies for Washington State***. The forum, co-hosted by the National Commission on Teaching and America's future (NCTAF), examined recommendations from NCTAF's original, groundbreaking report, *"What Matters Most: Teachers for America's Future,"* and their recent follow-up report, *"No Dream Denied: A Pledge to America's Children,"* with a particular focus on the following three goals central to the priorities of the PESB:

- Upholding the highest possible standards for education professionals, while simplifying and streamlining requirements and processes for obtaining and maintaining certification.
- Promoting state data systems that provide an accurate picture of the educator workforce for improved decision making.
- Supporting the development of a new career and compensation structure for educators aligned with Washington's new performance-based system.

These are areas the PESB is studying and wants to work closely with key education leaders and policymakers in developing policy recommendations and action plans. The forum was highly interactive, allowing generous opportunities for exchange of information and ideas with regard to these goals. With support from Washington Mutual, the PESB is preparing a summary report from the Forum, to be released in January 2004, which will summarize the presentations and discussions, present the PESB's plans for continued work on these issues, and suggest action steps for policymakers and other key stakeholders. Copies of this report will be available on the PESB website or by contacting the PESB office at 360/725-6275.

Supporting Student Learning: Recognizing the Role of Educational Staff Associates

Because the PESB advises state policymakers on issues affecting all certified Washington educators, our membership and mission includes certified educational staff associates (ESAs). They are the school counselors, school psychologists, social workers, speech and language pathologists and audiologists, school nurses, school occupational therapists, and school physical therapists that address the needs of the whole child, thus often enabling learning to occur. Policy changes directed at teachers or other educators can sometimes have negative or unintentional impact on ESAs. During the past year, the PESB has addressed and is recommending policy change in one such area.

According to RCW 41.32.010, public school district or community college employees in an instructional position employed less than full-time and participating in teachers' retirement system (TRS) may elect to have earnable compensation defined as the compensation the member would have received in the same position if employed on a regular full-time basis for the same contract period. This is for the purpose of calculating retirement benefits to insure that members who receive fractional service credit under RCW 41.32.270 receive benefits proportional to those received by members who have received full-time service credit. The RCW defines "instructional position", however, as a position in which more than seventy-five percent of the member's time is spent as a classroom instructor, (including office hours), a librarian, or a school counselor. ESAs typically spend more than 75% of their day in direct contact with students, just not as "classroom instructors" as required by the current statute.

In late 2002 the PESB submitted a letter to Senator Don Carlson, Chair of the Joint Committee on Pension Policy (JCPP) requesting that the JCPP analyze fiscal impact and forward their recommendations for policy change to the Legislature. The PESB met with Senator Carlson and other legislators and stakeholder in 2003 to continue to urge action on this issue.

Supporting and Collaborating with Other Educator Quality Efforts

- **Program approval site visit teams** – PESB members have participated, along with members of the State Board and OSPI staff, in five, 3-day site visits to higher education educator preparation programs. The purpose of site visits is to determine if programs are in full compliance with program approval standards. The State Board of Education uses the reports to make decisions about continued approval.
- **New certification standards and processes for Educational Staff Associates (ESAs)** – The PESB has collaborated with OSPI's professional education and certification department in working with practicing ESAs on the development of new standards and certification for school counselors, school psychologists, and school social workers. These are the three categories of ESAs whose preparation programs are currently approved by the State Board of Education.

- **Continuing education requirements: Piloting the use of professional growth plans**

Washington is implementing a performance-based system through which teachers emerge from their preparation program with a professional growth plan that identifies their strengths, areas where they should focus professional growth, and that forms the foundation for their work toward the professional certificate. In contrast, currently certified teachers maintain their certificates by completing 150 clock hours of continuing education or academic credit every five years. In 2003, four PESB members served on an OSPI committee that approved seven district pilots of the use of approved professional growth plans as the means for certificate renewal, thus removing the input-based clock-hour requirements. The full PESB will monitor these pilots and discuss strategies providing this opportunity for districts statewide as well as potential implications for state policy.

- **Reauthorization of the Elementary and Secondary Education Act (No Child Left Behind): Highly Qualified Teachers** – The PESB collaborated with OSPI in the formation of Washington State’s plan to meet the “highly-qualified” teacher requirements of No Child Left Behind. The WEST-B basic skills test, WEST-E / Praxis II subject knowledge tests and the Alternative Routes to Teacher Certification program are all being implemented by the PESB and play key roles in Washington’s ability to meet these new federal requirements.

- **National Commission on Teaching and America’s Future (NCTAF)**

Washington State benefits from its relationship with this influential organization and its extensive knowledge of research and state practice related to teaching. The PESB serves as the prime contact in Washington State for NCTAF, exchanging information and ideas that shape state policies nationwide.

Actions for State Policymakers

From the work described in this section and our legislated role to “advise and provide recommendations to state policymakers on issues affecting certified education professionals”, the PESB recommends that:

The Governor and Washington State Legislature:

1. Ensure successful statewide expansion of the Alternative Routes to Teacher Certification Program. The PESB has secured federal funding for establishing and implementing the infrastructure for statewide expansion, but these funds cannot provide crucial stipends for the additional alternative route interns and mentors in the expanded regions. In the 2003 session, the legislature reduced funding for the alternative route program in anticipation of federal funds for stipends that were not received. The PESB is requesting restoration of a portion of those funds.
2. Ensure that any study of the state’s education finance system include an in-depth analysis, with input from the PESB, of the state’s salary allocation model and its lack of alignment with the state’s emerging performance-based system of educator preparation, certification, and ongoing professional growth.
3. Support development and implementation of an educator workforce data system providing the public, educators, and policymakers appropriate access to the useful and comprehensive information about educator quality needed to inform policy development and analysis.
4. Encourage that the Joint Committee on Pension Policy analyze and recommend to the Legislature a change in current RCW that recognizes the crucial contribution of Educational Staff Associates to student learning and corrects the inequity in the teacher retirement system benefits that exists between ESAs and teachers by expanding the definition of “instructional position” to include certified educational staff associates.

The State Board of Education:

1. Continue to work with PESB on full implementation of recommendations related to successful implementation of the professional teacher certificate.
2. Work with PESB to amend current State Board rule to allow new routes for teachers to add endorsements to their certificates based on successful completion of the WEST-E/Praxis II subject knowledge test.

The Superintendent of Public Instruction:

1. Fully implement recommendations related to the successful implementation of the professional teaching certificate as they relate to the operations of the Professional Education and Certification division.
2. Continue to work with the PESB and key education stakeholders in developing recommendations for a comprehensive educator data system.

II. Oversee Effectiveness of Basic Skills and Subject Matter Assessment for Prospective Teachers

Washington Educator Skills Test – Basic (WEST-B)

The Washington State Legislature, in creating the Professional Educator Standards Board, directed the PESB to create a prospective teacher assessment system. Under this mandate, the PESB established the Washington Educator Skills Test – Basic (WEST-B) as a requirement for admission to approved teacher preparation programs in Washington. The WEST-B is also required of persons from out of state seeking a Washington State residency teaching certificate.

Since September of 2001, the PESB has worked with the WEST-B contractor National Evaluation Systems, Inc. (NES) on the development and administration of the basic skills test for prospective teachers. The PESB closely supervises the development and implementation of the assessment program to ensure that it is in compliance with the legislative mandate, fully aligned with the Washington State policies and practices, and appropriate for verifying the basic skills knowledge of individuals seeking entry into the Washington State teaching force.

Test administration. September 2003 marked the end of the first full year of implementation of the WEST-B as a requirement as specified in RCW 28A.410.220. During this past year, the WEST-B has been given on six different dates at nine different locations throughout the state. Candidates are informed in advance about the test and its administration through a printed registration bulletin and the WEST-B web site (www.west.nesinc.com). A study guide is available on the WEST-B website with a complete list of test objectives and descriptive statements as well as sample test items.

Technical Advisory Committee. At the beginning of the WEST-B development, the PESB created a Technical Advisory Committee (TAC) of educators with regional or national expertise and practical experience in the development and implementation of licensure testing programs. The purpose of the TAC is to provide expert advice to the PESB on technical issues related to the development and implementation of the WEST-B. This past year the TAC was convened by the PESB to review the data from the first year of testing and advise the PESB on the policies established at the beginning of the implementation of the WEST-B. The TAC will meet throughout the implementation of the WEST-B.

Scoring and reporting. In September 2002, the PESB adopted passing scores for the WEST-B and directed NES to produce score reports after each test administration to reflect these standards. Scoring is accomplished promptly and accurately for both the multiple-choice components of the subtests (electronic scoring) and the constructed-response component of the writing subtest (professional scoring). Scoring is monitored and quality control checks are implemented consistently.

- **Candidate reports.** Test results are reported to candidates via the WEST-B website and on paper. Reports indicate not only candidates' pass/fail status, but also their performance on each subtest.
- **Institutional reports.** The PESB and Washington institutions of higher education receive test administration reports after each administration. The institutions can use these reports to monitor the performance of students applying to their programs and check to see how well these applicants are prepared.
- **Annual reports.** Annual reports are distributed to the PESB and the institutions at the end of each testing year. Institutions may use these reports to meet federal, state and other reporting requirements.

Test updating. The WEST-B was constructed with the flexibility to change as needed to ensure that it continues to support the legislative mandate to award certificates only to qualified applicants. Test objectives, items, passing scores, and writing tasks are to be reviewed and adjusted as needed to sustain the connection between the test and the fundamental skills expected of teachers in Washington State.

Support for candidates. Consistent with the intent of the Legislature, the WEST-B is designed to help and support candidates who wish to become Washington State educators. Information about the test—including a study guide and registration materials—is readily available in printed form and on the Internet. Candidates have access to program specialists who can answer questions about the program by several communication channels including a toll-free telephone line, a fax line, an automated information system, a Telecommunications Device for the Deaf, and e-mail communications. Copies of the WEST-B Registration Bulletin and Study Guide may be obtained from the WEST-B website (www.west.nesinc.com) or by contacting NES at 1-800-784-4999.

Registration is available by mail and on the internet through the WEST-B website. Emergency registration is available by phone until a few days before the test administration.

WEST-B test administrations are held six times a year at nine sites across the state approved by PESB. Testing dates and locations can be found on the WEST-B website. Alternative testing arrangements are provided to candidates who are unable to take the test under regular conditions for religious or disability-related reasons.

Scores are reported promptly through confidential access via the WEST-B website and mail.

Support for colleges and universities. To support the legislative intent of improving teacher preparation, colleges and universities received focused information about students applying to their programs from the testing program. Following each test administration and annually they receive reports on the performance of candidates

applying to their programs. They also receive informational materials and access to the testing program via toll-free telephone lines, e-mail, and fax. Campuses with a teacher preparation program typically have a liaison with whom the WEST-B program maintains contact.

Communications/Outreach. PESB members and staff have made presentations on the development and implementation of the WEST-B to K-12 and higher education professional organizations. The WEST-B website provides information to help the public understand the test development and format.

WEST-B policies. The PESB adopted policies and rules governing the implementation of the WEST-B. These include:

- Administration at nine test sites across the state and on six test dates per year.
- Fee schedule for the WEST-B.
- WAC allowing teachers from out of state who have not passed the WEST-B to apply for a teaching permit which will let them teach for up to one calendar year while they meet the WEST-B requirement.
- Examinees may have unlimited re-take opportunities to pass WEST-B subtests.

Results from the first year of WEST-B test administration. In August 2003, the PESB completed the first full year of implementation of the WEST-B. During that time 6,781 prospective teachers were tested. Of that total 78.7% of the examinees passed all three subtests on the first try. The initial passing rates for the individual subtests were higher with 93.6% passing the reading subtest, 92.3% passing the mathematics subtest and 84.1% passing the writing subtest. Since examinees can retake WEST-B subtests, the cumulative passing rates are higher with 88.4% of the examinees passing all three subtests during this first year.

These results were also calculated for ethnic subgroups of examinee. Of the 6,781 total WEST-B examinees 5,429 identified themselves as White, 249 Asian/Pacific Islander, 226 Hispanic, 63 Black/African American, and 51 American Indian/Alaska Native. Also, 210 examinees identified themselves as multi-racial and 553 provided no response as to their ethnicity. WEST-B passing rates for these groups should be viewed with caution because of the small number of examinees in each group. These results are presented in the PESB report, "Washington Prospective Teacher Assessment System: 2002-2003 Results." This report is available on the PESB website at <http://www.pesb.wa.gov/reports/AssessmentSystem2002-2003.pdf> or by contacting the PESB Assessment office at 360/725-6274.

Next Steps:

The PESB will continue to monitor the results of the WEST-B to determine if changes should be made in the WEST-B program. During the next year the PESB will address the following:

- **Test updating – The PESB and NES will continue updating test items and passages for the WEST-B.**

- **Diversity and fairness** – The PESB will provide oversight through the content and fairness committees on the development of new passages and test items.
- **Test administration** – The PESB will continue to evaluate the testing dates, test sites and materials to make sure that the program effectively serves the candidates and institutions.
- **Technical soundness** – The PESB will convene the TAC to ensure that the validity and reliability of the WEST-B are maintained.
- **Online testing** – The PESB and NES will explore methods to administer the WEST-B online.
- **WEST-B policies** – The PESB will review policies including the exemption policy in light of the first year results and recommendations from the TAC.

Washington Educator Skills Test – Endorsements (WEST-E/Praxis II)

RCW 28A.410.220 directs the PESB to implement subject knowledge tests to be required of candidates applying for teaching subject endorsements beginning September 1, 2005. Furthermore, the law required the tests to be made available for use beginning September 2003.

In May 2002, the PESB selected Educational Testing Service (ETS), through a competitive bidding process, to implement the Praxis II series of subject knowledge tests for use in Washington.

Technical Advisory Committee. The PESB created a Technical Advisory Committee (TAC) of educators with regional or national expertise and practical experience in the development and implementation of licensure testing programs. The TAC met during this past year to advise and assist the PESB on technical issues related to the implementation of the endorsement tests.

Selection of subject knowledge tests. The PESB convened panels of Washington K-12 educators and higher education faculty to review tests proposed by ETS and to recommend tests for adoption by the PESB. Based on these recommendations the PESB selected tests for 31 of the 33 Washington teaching endorsements. (ETS does not have Praxis II tests for Dance and Bilingual.)

Validation and setting standards. After selecting Praxis tests for Washington, the PESB and ETS convened panels of 15-20 Washington teachers and representatives to review the tests and recommend a passing score. Standard setting panels for 20 of the 31 endorsement area tests met between March 2003 and July 2003.

Adopting passing scores. The PESB has reviewed the recommendations from the standard setting panels. Based on these recommendations, the PESB has adopted passing scores for the tests reviewed by these panels. A list of WEST-E/Praxis II tests selected for use in Washington and passing scores can be found on the WEST-E/Praxis II website: <http://www.ets.org/praxis/prxwa.html>.

Dance and Bilingual endorsement assessments. ETS does not have Praxis II subject knowledge tests for the Dance and Bilingual endorsements. The PESB has decided to develop and implement a portfolio assessment for the Dance endorsement. The PESB and ETS conducted an analysis of the match between the Praxis II ESL test and the Bilingual endorsement competencies. The findings of this analysis indicate that the Praxis II ESL test along with a test of language proficiency other than English would adequately measure the Bilingual endorsement competencies. Based on these findings the PESB is considering assessments of language proficiency along with the Praxis II ESL test to serve as subject knowledge tests for the Bilingual endorsement.

Communications and outreach. PESB members and staff have made presentations about the implementation of the WEST-E/Praxis II to K-12 and higher education professional organizations. The PESB and ETS have established a WEST-E/Praxis II website <http://www.ets.org/praxis/prxwa.html> to provide information about the subject knowledge tests including answers to frequently asked questions, information about registration, test dates and locations and test preparation materials.

WEST-E policies. With the selection of ETS as the WEST-E vendor, the PESB will implement the Praxis II series of subject knowledge tests that meet the specifications of RCW 28A.410.220. The Praxis II certification tests are given by more than 30 other states which will facilitate certifying out-of-state applicants. Examinee fees and test dates are consistent across the states that use the Praxis tests. The PESB has conducted a series of meetings with representatives of higher education programs to discuss policy options related to implementing the WEST-E and implications for teacher preparation program approval and awarding endorsements.

Next Steps:

- **The PESB will adopt policies and initiate rules related to the implementation of the WEST-E/Praxis II. These policies and rules will include exemptions to the subject knowledge testing requirement as specified in RCW 28A.410.220.**
- **During the next year, the PESB will adopt passing scores on the other Praxis II tests after panels of Washington educators have validated the tests and made passing score recommendations.**
- **During the coming year, the PESB will develop and field test a portfolio assessment for the Dance endorsement. This portfolio will be used to assess subject knowledge competence for candidates seeking a Dance endorsement beginning in September 2005.**

III. Bring Greater Public Focus and Attention to Policy Issues Affecting Certified Education Professionals

Outreach

PESB members and staff have presented on the work of the Board both to inform as well as to gain input into our work at numerous meetings and conferences of the following organizations/associations during 2002, including:

- Washington Association of School Administrators
- Association of Washington School Principals
- Washington Education Research Association
- State Board of Education – updates at every bi-monthly meeting
- Partnership for Learning
- Educational Service District Superintendents
- National Commission on Teaching and America's Future
- American Association of Colleges of Teacher Education
- Washington Association of Colleges of Teacher Education
- Washington Educational Research Association
- National Association of State Directors of Teacher Education and Certification

Communications

- **Web Site** – The PESB's website plays a crucial role of handling the large volume of inquiries we receive, particularly with regard to the Alternative Routes to Teacher Certification program, and the WEST-B and WEST-E testing programs.
- **Notification Lists** – the PESB has accumulated a database of over 2900 email addresses to which we send updates and program news.
- **Publications** – In addition to our required annual report of activities and various informational documents regarding our work that have been widely distributed, the PESB launched a new series of policy reports and briefs in 2003. This series is aimed at state policymakers and contain findings and recommendations that emerge from the work of the PESB. The first of two publications in this series were:

Getting and Keeping the Teachers We Need: Paying for What We Value, mentioned previously which summarizes the work to date of the PESB and the compensation study group.

Getting and Keeping the Teachers We Need: The Role of Alternative Routes, which discusses what the PESB has learned and proposes future direction for alternative route programs.

BUDGET AND OPERATIONS

2003 Meeting Schedule and Locations

The PESB has made an effort to meet in strategic locations across the state to allow practicing educators the opportunity to attend and participate in PESB meetings. The following is a list of dates and locations for the PESB meetings that occurred in 2003.

Dates	Location
January 15-16, 2003	Tumwater, Washington
March 12-13, 2003	Blaine, Washington
May 13-14, 2003	Wenatchee, Washington
July 15-16, 2003	Olympia, Washington
September 30, 2003	Lacey, Washington
November 17-18, 2003	Seattle, Washington

The agendas and minutes from the meetings listed above may be found on our website <http://www.pesb.wa.gov>.

Executive Committee

The 7-member Executive Committee serves as the planning and agenda-setting committee of the PESB and is comprised of

- three teachers,
- one administrator,
- one educational staff associate,
- one higher education representative, and
- one public/parent representative elected from among PESB members.

The following is a list of dates and locations of the PESB Executive Committee meetings that occurred in 2003.

Date	Location
April	Olympia, Washington
June	Burien, Washington
October	Olympia, Washington
December	Olympia, Washington

PESB Operating Budget

[Appendix B](#) contains the PESB's FY 2003 operating budget and expenditures. The PESB was appropriated an operating budget of \$418,000 for FY 2003. The budget breakout is shown below:

- 26 percent of the PESB's FY 2003 expenditures were for meetings of the PESB, its Executive Committee, and project-related subcommittees,
- 59 percent for salaries and benefits,
- 6.5 percent for outreach and technical assistance,
- 1.5 percent for assessment related activities, and
- 6 percent for administrative expenditures.
- 1 percent for PESB professional development

PESB FUTURE GOALS AND WORK PLANS

In addition to the “next steps” on specific projects discussed thus far, the PESB has identified the following as goals for which we will be developing specific work plans for 2004 and beyond:

Increase recruitment and retention of highly-qualified individuals representing our state’s diverse student population to education professions.

- Increase paraeducator access to alternative and traditional routes to teacher preparation.
- Examine efforts to recruit and retain teachers, ESAs, and principals to shortage areas and develop recommendations for improvement. Highlight model programs statewide aimed at recruiting for diversity.

Work collaboratively toward development of new career and compensation structure for educators.

- Raise policymaker awareness of misalignment between state salary allocation model and Washington’s new performance-based system of educator preparation, certification, and ongoing professional development. Advocate for necessary changes in SAM as part of state consideration of fundamental reform in the state’s education finance system.
- Advocate for development and piloting of knowledge- and skill-based compensation models.

Simplify and streamline processes and requirements for obtaining and maintaining educator certification while upholding standards.

- Study and develop recommendations for improvement of access to comprehensive, comprehensible information about requirements and application processes for Washington certification and certified educator positions.
- Identify policies and procedures that may discourage individuals from entering and remaining in educator professions.
- Recommend changes to current clock hour and credit system for maintaining certification to better align with Washington’s new performance-based system.

Strengthen and support preparation and professional development as a partnership between K-12 and higher education.

- Increase alternative route partnership programs with greater emphasis on truly competency-based program designs
- Explore new means and needed supports for delivery of high quality in-service in rural/remote school districts.

Ensure high quality educator preparation and standards for certification.

- Collaboratively develop high and relevant standards and processes for ESA preparation and certification.
- Study and make recommendations for improvement of teacher preparation to teach reading and improve student reading skills.
- Study relationship and relevance of new state standards and certification processes for principals versus their daily job reality.
- Study and make recommendations regarding online delivery of educator preparation by currently approved teacher education institutions as well as other potential providers.

Promote improved state data systems to provide accurate picture of educator workforce.

- Study and summarize research and best practices from states related to the need for and development of comprehensive state data systems to inform policy related to educator quality.
- Convene stakeholders to identify and develop specific recommendations about: key data elements that should be included in the system; considerations of access and privacy; use of data; and system management and reporting.

Support provision of high quality and quantity mentoring for all beginning and struggling educators.

- Review data on strengths, weaknesses, access and opportunity related to Washington's current mentor training programs.
- Advocate adequate and sustained support for successful peer mentor and principal mentorship programs.

Link systems of educator evaluation and professional growth.

- Study ways in which evaluation needs to better align with and inform professional growth and implications for policy and practice.
- Explore development of new evaluation criteria reflecting current evaluation pilots in seven Washington school districts.

Improve educator access to information about, and opportunities for involvement in, the work of the PESB.

- PESB members increase presence and involvement in higher education preparation program professional education advisory boards (PEABs).
- Develop and implement new strategies for deliberate networking with key stakeholders related to educator quality.

PESB 2004 MEETING DATES AND LOCATIONS

January 6-7, 2004	<u>Red Lion Hotel</u> 2300 Evergreen Park Drive Olympia, WA 98502 PHONE: (360) 943-4000 FAX: (360) 357-6604
March 23-24, 2004	Blaine, WA
May 20-21, 2004	<u>Oxford Suites</u> 1701 Terrace Heights Drive Yakima, WA 98901 (509) 457-9000
July 13-14, 2004	Olympia
September	TBA
November	TBA

APPENDIX A

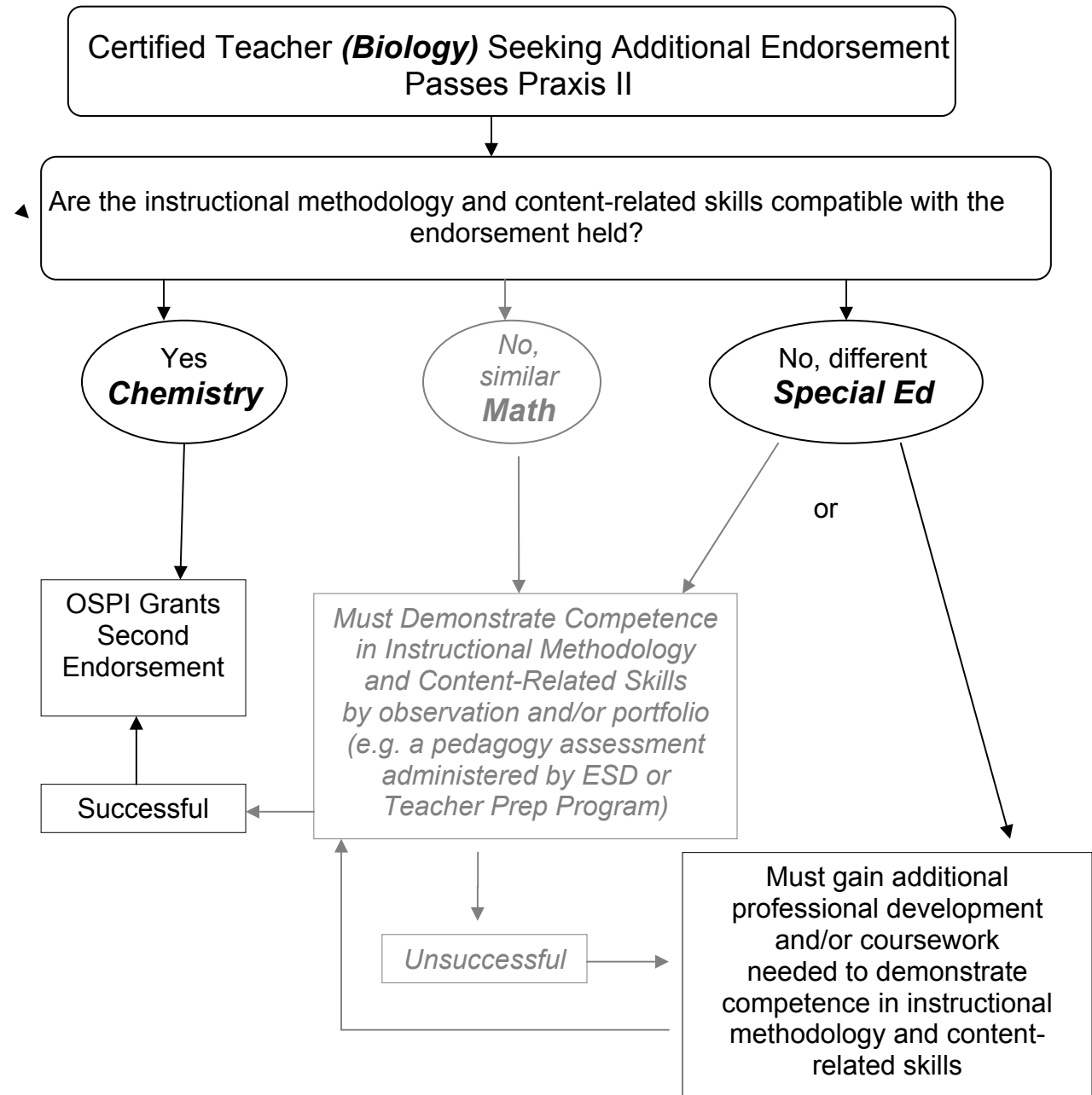
Proposed Processes for Adding Endorsements

Adding Endorsements to Teaching Certificates: Options being studied by the PESB

EXAMPLE

Benefits to model:

- Increases access and opportunity via alternative routes to earning additional endorsements.
- Field-based assessment / portfolio review would be fee-based; potentially much less costly than college/university courses and credits
- Field-based assessment/portfolio review could be conducted by either higher ed programs or trained ESD staff
- Teachers assigned out of endorsement can be working toward adding endorsement in context of job
- Skills and knowledge needed to gain endorsement could be acquired through a variety of professional development experiences.
- Could be focus of “core” activities for professional certificate or focus of professional growth plan for certificate renewal.
- Recognizes prior learning and experience
- Most important - helps ensure teachers have subject matter expertise – crucial to student learning
- Informs professional development opportunities offered by ESDs



PESB study will be submitted with recommendations to the SBE in Fall 2003

APPENDIX B

PESB FY 2003 Operating Budget and Expenditures

Budget Status Report

Agency:
Branch:
Division:
Section:
Fund:
Master Index:
Approp Index: 7F0

Program:
Sub Program:
Activity:
Sub Activity:
Project:
Org Index:
Program Index:

	Total Allotment	Expenditure	Accrual Encumb.	Available Balance
	0.00	0.00	0.00	0.00
		0.00	0.00	
A-SALARIES AND WAGES	200,940.00	196,104.22	8,651.00	-3,815.22
		0.00	0.00	
AA - STATE CLASSIFIED		77,246.84	3,221.50	
AC - STATE EXEMPT		118,857.38	5,429.50	
B-EMPLOYEE BENEFITS	39,351.00	34,482.37	799.36	4,069.27
		0.00	0.00	
BA - OLD AGE AND SURVIVORS INSURANCE		11,834.77	525.23	
BB - RETIREMENT AND PENSIONS		2,580.93	114.19	
BC - MEDICAL AID & INDUSTRIAL INSURANCE		814.68	37.09	
BD - HEALTH, LIFE & DISABILITY INSURANCE		16,444.26	0.00	
BH - HOSPITAL INSURANCE (MEDICARE)		2,807.73	122.85	
C-PERSONAL SERVICE CONTRACTS	26,250.00	24,954.17	10,427.98	-9,132.15
		0.00	0.00	
CA - MANAGEMENT/ORGANIZATIONAL SERVICES		24,954.17	0.00	
CH - COMMUNICATIONS SERVICES		0.00	10,427.98	
E-GOODS AND SERVICES	89,994.00	52,004.89	9,525.01	28,464.10
		0.00	0.00	
EA - SUPPLIES AND MATERIALS		362.54	843.96	
EB - COMMUNICATIONS		1,618.17	143.54	
ED - RENTALS AND LEASES		3,385.82	885.60	
EE - REPAIRS, ALTERATIONS & MAINTENANCE		207.63	0.00	
EF - PRINTING AND REPRODUCTION		1,798.32	45.36	
EG - EMPLOYEE PROF DEV & TRAINING		1,910.00	295.00	
EJ - SUBSCRIPTIONS		86.65	0.00	
EK - FACILITIES AND SERVICES		120.00	0.00	
EL - DATA PROCESSING SERVICES		480.00	60.00	
EN - PERSONNEL SERVICES		374.08	0.00	
EQ - NONCAPITALIZED FURN, EQUIP, SOFTWARE		448.26	3,723.54	
ER - OTHER PURCHASED SERVICES		795.36	0.00	
EZ - OTHER GOODS AND SERVICES		40,418.06	3,528.01	
G-TRAVEL	61,092.00	50,825.74	6,782.19	3,484.07
		0.00	0.00	
GA - IN-STATE SUBSISTENCE & LODGING		23,026.97	5,257.22	
GB - IN-STATE AIR TRANSPORTATION		9,548.38	0.00	
GC - PRIVATE AUTOMOBILE MILEAGE		9,098.77	747.79	
GD - OTHER TRAVEL EXPENSES		4,999.67	701.70	
GF - OUT-OF-STATE SUBSISTENCE & LODGING		888.56	0.00	
GG - OUT-OF-STATE AIR TRANSPORTATION		1,796.00	0.00	

Budget Status Report

Agency:
Branch:
Division:
Section:
Fund:
Master Index:
Approp Index: 7F0

Program:
Sub Program:
Activity:
Sub Activity:
Project:
Org Index:
Program Index:

	Total Allotment	Expenditure	Accrual Encumb.	Available Balance
GN - MOTOR POOL SERVICES		1,467.39	75.48	
N-GRANTS, BENEFITS & CLIENT SERVICES	0.00	0.00	0.00	0.00
NZ - OTHER GRANTS/BENEFITS/CLIENT SVCS		0.00	0.00	
S-INTERAGENCY REIMBURSEMENTS	0.00	-18,187.50	0.00	18,187.50
SC - PERSONAL SERVICE CONTRACTS		-18,187.50	0.00	
Total All Objects	417,627.00	340,183.89	36,185.54	41,257.57

Professional Educator Standards Board

Old Capitol Building, 600 Washington Street, P. O. Box 47236,

Olympia, WA 98504-7236

360/725-6275 Administration

360/725-6274 Assessment

360/586-4548 FAX

<http://www.pesb.wa.gov>

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